



The
California
Palms



California School for the Deaf, Riverside, California

Volume 2, Number 5

May 1957

Calendar of Events

MAY

- 4—Circus Capers in Social Hall - 7:30-9:30 p.m.
Middle School Rotating Classes
- 10—Dramatic Club Assembly
- 20—Award Night Assembly
- 21—Girl Scout Cookout
- 24—Lower School Rhythm Program
- 18—Boy Scout overnight outing to Camp Emerson
- 25—Athletic Banquet and Junior-Senior Prom
- 28—Lower School Picnic
- 30—Memorial Day - School will be in session
Senior Night Assembly
- 31—Parent visiting day

JUNE

- 5—Commencement
- 7—School closes for summer vacation

RHYTHM PROGRAM

The annual Lower School Rhythm Program will be given Friday evening, May 24, at 7:00 p.m. on the lawn in front of Social Hall. The theme will be "Spring," and every child in the department will participate. Parents and friends of the children are invited to attend.

The Aphasic Child in a Residential School for the Deaf

By Margaret S. Kent, *Head Teacher*
Maryland State School for the Deaf

PART I

RESIDENTIAL schools for the deaf have always had children who did not seem to fit into the category of deafness but seemed to be somewhat similar to the deaf educationally speaking. These children appeared to have normal or near-normal hearing, but had not learned to talk by the age of six when they should have entered school. They did not appear to be mentally deficient for in some ways they demonstrated a capacity superior to those children with known limited mental ability. After training in a class with deaf children they succeeded in varying degrees to read and write and in many cases to talk. Although the learning block never seemed to be completely overcome, a reasonably adjusted and language functioning student left the school to take his place in the working world.

In recent years there has been an increasing incidence of children difficult to classify applying for admission to residential schools for the deaf. The children seem to be more severely handicapped than the non-speaking children of years past. A small number of them have remained in schools for the deaf since educational facilities have not been readily available for them elsewhere. Recent literature on brain-injured children has led us to consider these children to be aphasic.

What is aphasia?

Aphasia is a language disorder due to a basic dysfunction of the brain. It is manifested in the inability of an individual to use language in the normal manner. The aphasic person has difficulty understanding what is said to him and he may have difficulty using language to express ideas of his own. This disturbance of his ability to use language symbols or words is caused by damage to the central nervous system. Myklebust defines aphasia in terms of the use of language:

"Aphasia is a disorder in the use of symbols which constitute language. It is the inability to comprehend the spoken language of others, an inability to speak, or an inability to use language internally for purposes of thinking to oneself."³

What is aphasia in children?

Aphasia in children is a disturbance in the development of language as a result of brain damage present at birth or sustained early in life. In children with severe brain damage it may preclude the development of normal expression so that the child does not learn to talk or use language symbols in any form.

What causes aphasia in children?

Aphasia in children is caused mainly by injuries sustained at birth, from disease during pregnancy, or from severe illnesses in early childhood. These causes are exogenous in nature or outside the genes and therefore not due to hereditary factors. Severe illnesses affecting either the surface or the deeper areas of the brain as meningitis and encephalitis, may result in damage to the central nervous system causing a child to be aphasic. Rubella or German measles in early pregnancy has been found to be another cause of aphasia in children. A lack of prenatal development of brain tissue may also cause a child to be aphasic. This agenetic type of aphasia may be considered to be endogenous in origin or within the genes as contrasted with the exogenous causes.

How is language dysfunction related to aphasia?

Language is made up of symbols which are the words we use in either written or spoken form to express our ideas, feelings, and experiences. Myklebust has classified the function of language in three ways; expressive language, receptive language, and inner language:

"Expressive language is that language we use to make others understand us. It includes speaking and writing. It is dependent upon good receptive language and inner language development and only makes its appearance as speech in the young child after the other two have been established."

"Receptive language is that language which others use to make us understand what we hear and read. It is the first language which is meaningful to the young infant."

"Inner language is that language which we use to communicate with ourselves. It develops after receptive language is firmly established or well understood. Only by maturation of inner language is expressive language possible. It includes thinking in language symbols."³

When aphasia is thought of as a language disorder it lends itself to a similar classification. Aphasia may be expressive, receptive, or central or inner in nature. Myklebust defines them:

"Expressive aphasia is the inability to use language to speak to others.

"Receptive aphasia is the inability to comprehend the spoken language of others.

"Central aphasia is the inability to use language internally for purposes of thinking to oneself."³

Expressive aphasia is the least severe language disorder. The child's receptive and inner language development is not disturbed so that he learns to think in language symbols in the normal way although he has difficulty with expression. Receptive aphasia is a more severe disturbance as the inability to understand what is said prevents or inhibits the normal development of expression or spoken language. Central aphasia is an indication of an extensive type of central nervous system damage. In this case neither expressive, receptive, nor inner language develops in the normal manner and the child is usually extremely disturbed psychologically.

What are the types of aphasia in children?

Pure types of aphasia are rarely diagnosed. The predominant characteristics of any one type are used to classify types of aphasia in children. Myklebust uses four headings: "predominantly expressive, predominantly receptive, mixed receptive-expressive, and central aphasia."³

The predominantly expressive aphasic child is limited in his ability to speak. He is not unduly disturbed psychologically so that his behavior is often quite normal with the exception of not being capable of communicating through speech. In many cases he is not completely speechless but uses words, phrases, and even short sentences under emotional stress. The neurological damage is said to be located in Broca's area of the brain, in the third left frontal convolution.¹

The predominantly receptive aphasic child has a greater neurological damage which inhibits his ability to receive and interpret language. The area of the brain affected is

the temporal lobe, in the second and third gyri or Wernicke's area.

As the child has difficulty interpreting what he hears, he has difficulty in his expression of language. He uses, in some cases, a form of jargon or stream of nonsense syllables, which we may assume to be an indication of how connected language sounds to him. When a word does get through to him he is usually able to demonstrate it by saying single words quite clearly. These are usually words which are highly meaningful to him as "mama," "daddy," or his own name. His ability to interpret spoken language is so meager without very special help that he has great difficulty developing vocabulary which he can use. This confusion in learning shows up in his behavior. The receptive aphasic child is often perseverative, distractible, and disinhibited.

The most common type of aphasic child is the mixed receptive-expressive type. In this case the central nervous system damage has caused a disability in both receptive and expressive language function. The behavior of this type of child is similar to the receptive aphasia with behavioral disturbances more evident. The capacity to develop meaningful language is possible but under so great a learning handicap that it is accomplished with very specialized help.

Central aphasia is caused by a very diffuse brain damage to the extent that the child cannot use language in any form to communicate with others. He is incapable of developing inner language to think to himself. Since this is the most extreme type of disorder the child has very severe psychological problems. He would not likely be admitted to a school for the deaf due to his disintegrated behavior.

What types of aphasic children are usually found in a residential school for the deaf?

Looking back it would seem that the type of aphasic child we have encountered in a school for the deaf was a mild form of receptive-expressive aphasia. He was the child who seemed to have normal hearing but did not respond to speech and language training as well as the deaf child did. He was able to learn to read and write and in some instances to talk with a moderate degree of success but he always found language especially difficult in a manner different from the language difficulties of the deaf child.

The type of child applying for admission more recently to the school for the deaf has seemed to be more severely handicapped. He

appears to hear, has no speech, and is much more difficult to manage. His behavior is unpredictable and disrupting in the classroom and dormitory. He usually finds language very difficult to retain both in speech and in written form. He seems to respond best when there is a minimum of distraction. Examination of case histories has indicated to us that many of these children are "anti-biotic babies" saved by modern medicines after very severe illnesses in early childhood. In other cases indication of prenatal or birth damage are evident. They seem to be the mixed receptive-expressive type of aphasic child and usually with psychological disturbances.

In many instances in the past the aphasic child was admitted to the school as a deaf child and it was not until he had been "lived with" for some time that the differences in behavior and learning patterns became more and more apparent. Since residential schools can no longer assume that most of the children applying for admission are just "deaf" some form of diagnostic screening before admission is becoming increasingly necessary. Hearing and speech clinics have been very helpful in providing this essential service. With the increased incidence of children with special language disorders and the lag in developing educational facilities to meet their special needs, the teacher of the deaf has been called on more and more frequently to help bridge the gap until more specialized programs are initiated.

Bibliography

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PART II

Since residential schools for the deaf may no longer assume that most children applying for admission are primarily deaf, teachers of deaf children are learning to recognize some of the special characteristics of atypical children who may be present in their classrooms for longer or shorter periods of time or until proper placement is determined. The teacher of the deaf may have to deal with children who are deaf and/or mentally deficient, deaf and/or brain damaged, deaf and/or emotionally disturbed. The dominant

characteristics of each type of disability would determine the manner in which she would need to deal with a specific child. This paper is confined to characteristic behavioral differences of children who are primarily deaf and those who are brain-damaged.

Usually the first indication of something other than deafness is evident in a child's behavior. How he reacts to learning situations in the classroom, especially how he responds to language and speech, how he gets along with his teacher and classmates, how his behavior differs from the more familiar behavior pattern of the deaf child, are all clues which may point to the special problems of the child who is aphasic due to brain damage.

What causes the behavioral disturbances in the aphasic child?

The receptive aphasic child is characterized by behavioral disturbances which are rooted in a perceptual disability. Visual perception is the manner in which we see or perceive things in our environment and auditory perception is how we interpret what we hear. The normal individual sees an object in its proper relationship to its background. That is, he concentrates on the object in the foreground and ignores or subordinates the background at will. The foreground object remains the main interest and the background is of secondary interest. Auditorially the normal individual is able to attend to the foreground sounds and ignore the background or ambient noises without undue difficulty. This is called "structuring in a figure-ground relationship."¹ The receptive aphasic individual has difficulty maintaining the normal figure-ground relationship. His interest in the foreground and background is constantly shifting back and forth to the extent that he becomes confused. His attention becomes so scattered that he cannot understand nor make sense of his perceptual experiences. Thus he is unable to integrate them into meaningful concepts.

Being unable to structure, that is, to concentrate on the foreground and keep the background in its proper perceptual relationship, the receptive aphasic individual may exhibit any degree of three very characteristic behavioral patterns, namely perseveration, disinhibition, and distractibility. Perseveration is the continuation of an act long after it is meaningful to a situation. A disturbed child perseverates involuntarily when he is confronted with a new task which he is unable to perform.

The second behavioral characteristic dis-

turbing to some aphasic children is disinhibition. This is a lack of normal self-control or autocriticism of one's behavior due to central nervous system damage. It is further evidence of the inability to structure foreground-background successfully. Some background experience may keep "popping up" into an unrelated experience. Disinhibited behavior interrupts attention and in consequence retards learning in the classroom.

The third behavioral pattern which is upsetting to the receptive aphasic child is distractibility. This is an inability to successfully structure or control environmental stimuli. The child is distracted by all irrelevant sounds and sights around him. He is prevented from concentrating on the foreground as the background keeps intruding on his attention. The receptive aphasic child needs special help in the reduction of distractions from within and without.

How may a teacher of the deaf recognize that she may be dealing with an aphasic child rather than a deaf child?

When a child is thought to be aphasic the first thing a teacher may notice is that the child does not seem deaf but that he seems to respond to sound inconsistently—that he seems to hear at one time but not at another. After careful conditioning with pure tone audiometry the teacher may consider persistent confusion in the test situation as possible evidence of auditory perceptual disturbance. She may notice how the child responds to sound toys and instruments in play situations. If he is able to hear them, he is very apt to sound them over and over again for himself. Often the houseparents provide valuable clues to the child's auditory behavior by describing if he talks to himself in bed. Only a child who hears himself will make noises to himself when he is alone.

The teacher of the deaf will notice how unlike the behavior of the suspected aphasic child is to the familiar behavior of the deaf child. The disturbing effects of disinhibition and distractibility will be upsetting in the classroom. She will notice that the aphasic child behaves differently in other specific ways. Myklebust has provided a behavior syndrome of the aphasic child which should be helpful to the teacher:⁴

1. The tone of the aphasic child's voice has normal inflection and pitch patterns indicating hearing while the deaf child's voice quality lacks inflection. Inflection of tone is an indication that the child hears himself.

2. The aphasic child does not usually use voice purposefully to attract attention as the deaf child does. The deaf child learns very early that he can gain attention by using his voice.

3. The aphasic child does not use gestures in a purposeful manner as is natural for the deaf child. Gesturing is compensatory behavior of the deaf child while the lack of gestures by the aphasic child is another indication of lack of integration.

4. The aphasic child does not respond to sound consistently nor use his hearing purposefully while the deaf child responds very positively to sounds loud enough to over-ride his hearing loss.

5. The aphasic child's laughter, crying, and smiling lack psychological integrity while the deaf child's laughter and crying have the "deaf" tonal quality and good reason for being.

6. The aphasic child does not respond to movement and visual clues as is so very characteristic of the deaf child. Auditory impairment causes the deaf child to be primarily visually and tactually oriented. The aphasic child hears, but his auditory perception is disturbed so that he cannot "listen." His visual perception also may be disturbed so that form and movement are not meaningful to him.

7. The aphasic child does not notice facial expressions as the deaf does. The deaf child relies upon facial expressions for emotional clues while the aphasic child minimizes the importance of these clues.

8. The aphasic child may ignore tactual sensations while the deaf child is very alert to them. This is one of the primary perceptual orientations of the deaf child while the aphasic child has not had to rely so heavily upon the tactual sense.

9. Due to central nervous system damage walking, throwing, kicking, and writing of the aphasic child may be inferior to the motor functions of the deaf child.

10. The hyperactivity of the aphasic child may be rather aimless while the hyperactivity of the deaf child is purposeful. The hyperactivity of the aphasic child is the result of perceptual disturbance creating very short attention span while the hyperactivity of the deaf child is due to the necessity to keep in touch visually and actually with his environment.

11. The aphasic child lacks the normal shyness and reticence of the deaf child. He may be attracted to details of clothing, walk

up to strangers, showing little or no inhibition. This indicates the lack of insight into the social situation. The deaf child is aware and reacts to the strangeness of people and situations in a more normal manner.

12. Catastrophic reaction or complete disintegration may occur when an aphasic child has been subjected to emotional pressures which are too much for him. The deaf child's emotional reactions are intense but are more normal.

After the teacher of the deaf has made some judgment on the basis of the child's behavior that he may be aphasic, she should seek corroboration from professional sources. School records may supply pertinent information. Examinations by school medical consultants may be helpful. However, referral to a speech and hearing clinic where a thorough differential diagnosis can be made is usually necessary to establish the exact nature of the child's disability.

How can an aphasic child be helped?

The teacher of the deaf may be faced with a period of time when she may be asked to try to do something for the aphasic child in her classroom, waiting until an accurate diagnosis has been made or more suitable educational facilities provided for him. With some understanding of the kind of child he is and some insight into the nature of his disturbance she may formulate some basic principles which will help her deal with him. These principles are primarily sound educational practices applicable to all children, but in the case of the aphasic child, training is slowed down, "structured" to reduce distractions, and individualized to meet each child's articular disabilities.

1. An aphasic child must be recognized. It is wrong to think of an aphasic child as being like a deaf child although in some respects he may respond to some of the same teaching techniques. It is equally wrong to confuse him with a slow learner although he may take a very long time to learn. The aphasic child is different from other handicapped children for a specific reason related to central nervous system damage. His unique disability shows up in the disturbance of visual and/or auditory perceptual experiences. The unsatisfactory manner in which he takes in what he sees and hears prevents him from internalizing his experiences meaningfully. How he is able to recall and formulate ideas using language symbols also indicates his disability. He needs special help to stabilize his percep-

tual experiences so that they will be more meaningful to him.

2. An aphasic child needs help to "structure" the environment. In order for the aphasic child to learn he needs help to stabilize the foreground-back-ground relationships of the world around him. This is called "structuring" or controlling his environment. He needs to be in a place where there is a minimum of distracting sights and sounds so that he may attend to the learning experience before him. He needs to have learning situations presented at a rate which is right for him. Having a language disorder which is symbolic and therefore abstract in nature, he needs learning situations presented on a very concrete level in the beginning. He needs to use materials which are simple in construction and design. These are but a few of the ways in which structuring may be accomplished.

3... "Reduction of stimuli" helps an aphasic child to structure. Since the aphasic child is often over-responsive to visual and auditory stimuli he needs to take them in small doses—especially at the beginning of training. He should be able to work in a classroom where there is a minimum of things around and relatively quiet. In the home he may withdraw to a quiet room away from the family for a while to regain control when he becomes over-stimulated.⁴

4. A rise in sensorial threshold helps an aphasic child to structure. Sometimes an aphasic child responds better when he hears meaningful sounds somewhat louder or sees things bigger and brighter. This may help him stabilize the foreground-background relationships of the learning situation at hand. The use of a mild-gain individual hearing aid may serve as an attention-centering device so that he is better able to attend to the foreground speech and subordinate the background noises. Color may be used to stabilize visual perceptual problems. Different colors may help the aphasic child notice the significant differences in the configuration of numbers, letters, and classifications of language materials.

5. The "teachable moment" needs to be utilized. When a situation meaningful to the aphasic child arises, the teacher should immediately help the aphasic child make use of it by providing the language and speech at the level he is able to appreciate it. The moment when the child is "set" for something which is significant to him, is the teachable moment which the teacher should utilize. The observant teacher will look for these high

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The California Palms

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California School for the Deaf
Riverside, California

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To Members of the Class of 1957

Congratulations upon your graduation from the California School for the Deaf at Riverside. All members of our staff wish you happiness and success.

For most of you this graduation means that your school days are over. But this does not mean that your days of learning are over. We continue to learn all of our lives. While we were in school, our teachers could guide us and choose for us the kinds of things we would learn. When we are no longer in school we must choose for ourselves. It is important to choose wisely.

Most of you will be going to jobs of one kind or another. Don't be afraid to do more than people ask of you. Learn how to be friends with other people. Promotion and success come from being able to continually learn, to work hard, and to develop the ability to get along with other people.

RICHARD G. BRILL
Superintendent

Senior Biographies

KITTY JOHNSON, our winsome lass, was born deaf at Independence, Missouri. She attended the schools for the deaf at Missouri, Louisiana, the special classes at Foshay Jr. High in Los Angeles, and CSDR since 1953. She likes to get her fingers in many pies, participating in sports, the pep squad, the dramatic club, and the girls' athletic association. Kitty would turn her head away from green vegetables and salads but not from boys. She has a beau and her immediate plans for the future concern that of becoming a housewife.

Our cherubic **JANELLE JOHNSON** blamed her deafness on the failure of her parents

to wash her ears and it was some time before she discovered the real culprit was infected ears. Before coming to CSDR she was at Mary E. Bennett, Foshay Jr. High, and Manual Arts. The many offices she has held here in the various organizations are too numerous to mention. She has been conscientiously preparing herself for office work with an eye upon the northern part of California amid the tall pines, the gushing rivers, and the rolling hills.

DORY HAZELBAKER, famous for her role of Santa Claus in a Christmas play here, has St. Louis, Missouri, for her birthplace. Deafened by whooping cough, she attended the Berkeley School for the Deaf, Mary E. Bennett and the Franklin School at Santa Ana. Dory already sports a diamond ring and the lucky fellow probably knows she loves to sew, type, and just plain be up and doing. This should not be mentioned, but—never, never scare her with a spider.

MARY PILAR CRUZ, dimples and all, was born deaf in Los Angeles. She stayed at Mary E. Bennett for eight years, went on to the Le Conte Jr. High and then CSDR when she was sweet sixteen. She likes to knit and cook and will bide her time till the right fellow comes along.

PHYLLIS MANSFIELD was born in Wilmington, Illinois, and attended the school for the deaf at Jacksonville, Illinois, for twelve years before coming to CSDR. Phyllis is easily given to blushing, has a strong distaste for onions, a strong love for watermelon, and hopes some day to be a housewife.

MARIA ALVAREZ is another bonafide Californian with Noltville as her birthplace. At the age of one she became deaf through some unknown disease. She attended the Berkeley school for a short while before coming to Riverside. Maria loves to make attractive clothes and she also has a fondness for animals. She hopes to be a housewife some time in the near future.

Born deaf, **GENE BALZER** attended the North Dakota School for the deaf for eleven years before moving to California. He once got his picture in the papers by almost tying up traffic while chasing his dog which hid under a huge truck. Gene can almost always be seen with ice-cream, any flavor except coffee. The fact he has been president of the Dramatic Club, the Senior Class, and the Boys' Athletic Association attests to his popularity among the students. He hopes to

serve his apprenticeship in the printing trade.

JAMES GALLAGHER has the distinction of being a bonafide California resident, having been born at Santa Monica. Deafened at 16 months from a fall off a high chair, James studied at Gardner, Mary E. Bennett, graduated from Foshay Jr. High, and stayed at Manual Arts for one year before coming to CSDR for two years. James considers reading his hobby, but eating vies for his attention especially when it comes to hamburgers, pizzas and hot fudge sundaes. He is also interested in both the printing and post office fields.

DONI BISHARA loves the Dodgers. After all, Brooklyn, New York, was where he was born. He has attended the Central School for the Deaf in Rome, New York, Mary E. Bennett, and Le Conte Jr. High. Doni's grin comes easily and he is the type others love to tease. He hopes to become a cartographer.

RICKY LIBERATORE could easily be mistaken for Dean Martin. He comes from Rochester, New York. Born deaf, he attended the Rochester School for the Deaf, Mary E. Bennett, and Foshay Jr. High. He has an intense love for cars, especially hot rods. Ricky will seek employment as a furniture craftsman.

Born in Durango, Colorado, deafened by scarlet fever, **BILL HOLGATE** is known among the students as muscleman. And no wonder! When only a little child he was hit by an auto and landed on a telephone pole, yet managed to survive. He attended day school, Foshay Jr. High and finally CSDR. Bill hopes to pass the civil service examination for a draftsman.

MARVIN MULDER, the one with golden hair, was born in Montana. Measles caused his deafness and he stayed at the Berkeley School for several years before transferring to Riverside. Marvin will consume most anything edible except buttermilk. He plans to work in an upholstery shop.

The Seniors have a Texan in the form of **TOMMY JONES** who was born in Dallas. He became deaf through a childhood accident and attended Mary E. Bennett and Foshay Jr. High. He has a strong love for boats and hopes some day to be a farmer near the sea.

Born deaf, **NEIL GIERKE** has really been around this earth of ours, having attended the schools for the deaf at New York, New Jersey, San Francisco, Hawaii, Foshay, and

Roosevelt before finally settling down at CSDR. He has a full skin diving outfit and probably has seen as much of the world below as above. Upon graduation Neil plans to enter the printing field.

BOB POWERS, the ladies' man, hails from Illinois where at the age of 1½ he became deaf from measles. He spent some time at the Illinois School, Mary E. Bennett, and Le Conte Jr. High. Robert has a strong dislike for any kind of cheese but not for ice-cream or steak. He has his eye on custom made cars. He hopes to find employment in a shop which has both cabinetmaking and upholstery.

If these three students, **RAE MARQUIS**, **PATSY BULL**, and **LILLIAN QUARTER-MUS**, pass the Gallaudet College entrance examinations, they will be included with the others in the graduating class. **PAULA SLAVIN**, a special student, will also take the examination. All have shown themselves fine leaders as well as studious scholars. We all know that once in college they will be in a better position to decide what their careers will be.

Senior Class Activities

All year the Seniors worked hard to earn money for their class fund. We sold candy during recess; we washed cars once a month on Saturdays; we sold refreshments at the Riverside College football games and at our own home games. The girls made dainty aprons to sell before Christmas. Christmas cards were also sold. We sold tickets as \$1 donations for our issue of the Scarlet and Gray.

We have been taking and collecting pictures for our yearbook which is ready to be printed. On the staff of the SCARLET AND GRAY are Dory Hazelbaker, Janelle Johnson, Marvin Mulder, and Bob Powers with the sponsor, Miss Musmanno. Bill Holgate has drawn the cover for the book.

Gene Balzer has been chosen as valedictorian and Janelle Johnson as salutatorian.

We are making plans for our Senior Night next month where our Class Will and Prophecy will be read.

Besides working we have had fun, too, and at present we are looking forward to the Senior-Junior prom and eagerly to our two days and one night trip to Catalina Island.

And then comes the long awaited date, June 5, Commencement Night!

KITTY JOHNSON

Lower School News

Our Ducks

Mrs. Buehner brought two little yellow ducks to school. We fed them and watched them swim in the sink every day. The ducks did not bite. They liked to play on the grass with us. Their names were Pat and Mike.

The ducks grew to be big ducks. Mrs. Buehner took them to the lake at Fairmount Park. They will swim in the lake and play with other ducks. We will go to the park to see and feed them next week.

MISS TONER'S and
MRS. BUEHNER'S CLASS

Our Easter Party

We went to Miss Shippee's home April 16. We rode in the suburban.

We played some games. Stephen Bielik and Harry won prizes.

Miss Shippee gave us little baskets. We went outdoors. We looked for Easter eggs. Stephen Bielik found the most. He won a prize. Miss Shippee took our picture.

We had ice cream, Easter cupcakes and punch. We got candy rabbits and eggs.

We had lots of fun.

MISS ABERNETHY'S CLASS

Our Trip to the Farm

One day we went to a farm. The kindergarten went, too. We rode in the big bus.

The farmer and his wife showed us many animals. We saw two horses and many cows. We saw four pigs, many sheep and chickens. We saw two dogs and a cat.

The farmer milked a cow. Jesus Loera rode on a horse.

We had fun.

We painted a farm mural in our class room.

MRS. DeLONG'S CLASS

Kathy's and Patsy's Pets

Kathy and Patsy Carlson's mother brought a mother goat and two baby goats to school in a trailer.

We went to see the goats. They were black and white. The baby goats were seven days old. We held one of them. We petted it. It was soft.

Gary, Judy, Karen, Dieter and Terry tried to milk the mother goat. Janet and Phil did not try to milk her. Judy and Dieter could not milk her.

MISS GRUBER'S CLASS

A Visit to the Home Making Department

We visited the Home Making Department April 12. We learned many things about electrical appliances.

Miss Chapman, the Home Making Department teacher, invited us to sit down in the living room. She brought in the electric vacuum. She showed us how to put it together. Jack plugged it in and we felt the air suction of the cleaner. Alice vacuumed the rug.

Then we went to the laundry room. There were clothes in the washer. Miss Chapman turned on the washer. There were damp clothes in the dryer. Then Miss Chapman turned on the dryer. Karen plugged in the iron. We took the warm dry clothes out of the dryer and put them on the ironing board. We took the wet clothes out of the washer and put them into the dryer.

Next we went to the sewing room. Miss Chapman plugged in the sewing machine. She pushed her knee against a lever to make the machine sew.

We went to the kitchen. We wrote down the names of all the electrical appliances. Miss Chapman showed us how to use them. Then we sat on high stools and watched her make waffles. She gave each of us half of a waffle. They were very good. We thanked her.

These are the electrical appliances we saw: vacuum cleaner, washer, dryer, iron, fan, stove, coffee pot, mixer, waffle iron, refrigerator, toaster and sewing machine.

MRS. KELLY'S CLASS

The Junior Palms

From Middle School

Junior Editor.....Joel Bellavia

Reporters: Mike Ackerman, Douglas Fowler,
John Gullo, Johnny Gasman, Harry
Von Meeden, Tommy Warren

Faculty Advisors:.....Alyce Thomas
Page Stratton

The Last Round-Up:

This will be the last round-up of news for this year. We hope we didn't forget anything. We, class K, are proud to be the reporters for this edition.

The Middle School rotating classes will have a circus party in the Social Hall on May 4. There will be many surprises and lots of good things to eat. Hope all of you stay at school for the fun.

Congratulations to Mrs. Tennis! We are

happy for her. Mrs. Tennis will be the Supervising Teacher of our new Elementary School in September, 1957.

Have you seen Mrs. Quinn flashing by in her new gold and white Ford?

Mr. McGarry's mother is here from Putnam, Connecticut. We hope she likes California.

Mrs. Turechek came back to school after our vacation. Welcome back!

We all must study real hard! Achievement tests are due the week of April 29 to May 3.

Miss Thomas taught Class K in speech. We learned to say the names of cars.

The winners of the best decorated Easter eggs were: Class C, Leroy Harper; Class D, Mickey King; Class E, Irene Acevedo; Class F, Floyd Vincent, and Class G, Marlene Murrell.

CLASS C

Class C has a bird named Pete. Poor Pete had an accident one day. He broke his leg. Pete stayed on the bottom of his cage for two weeks. Now Pete is well. He is happy. He can fly.

CLASS D

Class D is practicing a play, "Cinderella." They are making a pumpkin and a coach with horses. They will give the play soon.

CLASS E

Danny Vance went on a vacation trip with his family. He sent Class E a postcard from Green River, Utah. They enjoyed hearing from him. He traveled in California, Utah, and Colorado.

Class E won a prize for dressing neatly and clean.

Jim Miles brought three parakeets to class. The boys and girls enjoyed them very much.

CLASS F

The boys and girls in Class F made Easter eggs. Floyd Vincent won a prize for the best egg.

They learned about rust and they studied first aid. They put together two puzzles.

Charles Hofer fixed a car on vacation. Gary Cruz made a bowl in ceramics.

CLASS G

Laura Dinndorf went to Disneyland recently. There she met Walt Disney and got his autograph.

Mike and Rodney Nunn enjoyed their visit at Miss Mayer's home.

Chris Bello's father had an operation several weeks ago. He is better now.

Burton Quartermus will live at school

beginning next September. His family will move to Los Angeles because of the father's work.

CLASS H

All the boys and girls in Class H had an interesting spring vacation.

Penny Johansen and Paula Courtright went to Knott's Berry Farm the same day but they did not see each other. Paula liked buying things and she enjoyed seeing the seals and goats. She laughed at a funny monkey who took money from her hand. Penny liked the monkey and the animals, too. Both girls thought their trip was lots of fun.

Pattie Davis moved from San Bernardino to Chino April 3. She likes her new home.

Josette Olivas visited her sister's high school classes in Ventura. Josette enjoyed eating in the school cafeteria.

Donna Larson's parents work so Donna helped to clean the house, make the beds, cook and wash dishes.

Marcia Bledsoe visited her cousin in Ocean-side. They went to a movie.

JoAnn Bryant went to the beach and the desert for the first time.

Carl Vasquez went swimming at the beach. He ate hot dogs that he cooked over a bonfire. Later in the week, he made a kite. He flew it so high that he won a trophy. We are proud of him.

Gary Yeakley went swimming at the beach, played baseball and helped his sister-in-law plant flowers. Gary dug holes for her.

David McElfresh played marbles, baseball and croquet with his friends. He cleaned the bird houses. He has chickens, parakeets, ducks and turkeys. He mowed and watered the lawn.

CLASS I

Class I is making a little store. They will put the money in the bottom. They will put some play candy in the top.

Class I went to Palm Springs. They saw the Desert Museum. Ferrell saw a five-year-old rattlesnake. Roy Huckabee has a new black and white bike.

CLASS J

During spring vacation Linda Cummings had a wonderful trip to Arizona, Laura Van der Laan went to Carlsbad; Gordon Johnson went speedboat riding; Bonnie Witsaman and Linda Lewis moved to new houses; Mike Golightly worked on his uncle's chicken ranch; Joe Rafferty went to Disneyland; and Bobby Skedsmo went to a motorcycle race.

Class J won a prize for being neatly dressed on Dress-up Day.

CLASS K

Everyone in Class K had a nice vacation.

John Gullo went to Disneyland. He went to a movie and to a cafe with his father. Tommy Warren visited in Redlands. He watched a friend drive an MG car.

Johnny Gasman stayed in Riverside. He went to the movies and to a motorcycle show. He was sick for three days.

Joel Bellavia stayed in Los Angeles. He went to the movies. He bought three new shirts. Douglas Fowler went to the movies, too.

Harry Von Meeden stayed in Lemon Grove. He saw a movie about flying saucers. Mike Ackerman went to Arizona to visit his mother. He played with his puppy. He broke his bike.

CLASS L

Donna Larson went home with Jean Jones one weekend. Jean Jones has a new puppy. Its name is Bootsie.

Mercedes Acuna has cut her hair. Sidney Kaufman broke his glasses. Dick Ramborger tumbled and danced in the P. E. program.

CLASS M

Melinda Watson went to Disneyland during vacation. She went to the beach and to Hollywood, too. Joyce Stermollé visited a friend for two days in Inglewood. Sandra McGahey visited her cousin in Blythe for three days. They went to a fair. Phyllis Wheeler stayed at home because her mother was sick.

Paul Geyer went to Barstow for a week. He helped to plaster a house. He got some money for working. His father bought him some new shoes.

Frank Almendarez worked at a market. He earned some money, too. John Soto visited Colton. His mother visited there, too. Stanley Hildreth visited his sister in Sacramento. He drove there with a friend.

CLASS N

Tom Henes and John Keeshan went to Disneyland during spring vacation. Tom went trout fishing, too. He caught six fish and then ate them for supper.

Mona Wingfield saw a car hit a boy who ran from the sidewalk. It was his fault because the woman driver could not see the boy. It was too dark. The ambulance carried the boy to the doctor. His face was cut. The doctor looked at the boy's body under X-ray.

He said that he was O.K. but he could not go to school.

CLASS O

Everyone enjoyed seeing Bill Ramborger, Francine Cameron, Susan Courtney and Margaret Holcomb in the P. E. assembly program before spring vacation.

Susan Suter went to the Salton Sea during spring vacation. Butch Gongaware went on a fishing trip to the Colorado River.

Class O enjoyed the trip to Palm Springs to see the Desert Museum. Bill Ramborger found a sidewinder rattlesnake when they stopped on the desert. Margaret is proud of her piece of driftwood.

A Trip To Palm Springs

Classes I, N, and O went to Palm Springs on April 10. They looked at some rocks, birds, insects, a hawk, a bobcat and an Indian house in the Desert Museum. They were surprised to see a man hold a snake. Some of them tried to hold a snake, too, but the snake was afraid of them. They also held a big turtle.

They went to a date farm and some of the boys and girls tasted the dates. Then they went to the Palm Springs Park to eat. After lunch, they played on the playground.

Then they went downtown and bought some pop, ice cream, and candy. On the way home, they saw cacti on the desert and snow on the mountains. They stopped and looked for lizards and rocks. One of the boys found a rattlesnake.

They came back to school on the bus. Everyone had a wonderful trip.

The Senior Palms

FROM UPPER SCHOOL

Reporters Upper School Pupils
Faculty Advisor.....Mr. C. L. Gover

Random Notes

Joel Bellavia and Josef Lerman will go to Blue Bird Camp in July this summer. They love camping. They are excited about it.

Verlin Hurtt's mother bought a black monkey on April 1. Verlin played with it during his spring vacation. The monkey is in a cage at home.

Recently Janelle Johnson, Marvene Michael, and Jo Ann Radik were given awards by Mrs. Sprung in Upper Girl I. They made the greatest improvement towards good manners. Congratulations, girls!

That was a very good program given by the Physical Education classes. When they came to "By the Sea" in the Dancing Parade, how many of you ducked thinking you would get wet from the pail of "water"?

Many commented that they never saw fingers fly so fast but which were so easy to read as when Miss Elizabeth Benson, Dean of Women at Gallaudet College, was our visitor. The students who are aiming to go to Gallaudet were glad to ask her some questions. Remember now what she said about doing your homework!

Mr. Carl Barber underwent an operation before spring vacation. We were glad to see him when he returned to school recently. Mr. Barber, when will you be able to take up golf again so you can use your new golf balls?

Dory Hazelbaker has a sparkling diamond on the third finger of her left hand! Our best wishes for happiness go to you, Dory.

Homeward bound from an outing at Lake Arrowhead, Mr. Turechek was driving the school bus. At a railroad crossing in Colton you'd never guess what happened. The train stopped and let the bus pass! What's your secret, Mr. Turechek?

What Happens to Air When It is Heated

When air is heated it not only becomes warm, but also rises and expands.

To prove that air rises when heated we made a pile of books and placed a yardstick on the books. Then we tied two equal pieces of string and equal size paper cones at each end of the yardstick. The paper cones were upside down so they could catch the heated air. We placed a burning candle under one cone. As the air inside the cone was warmed by the flame, the cone began to rise.

SHIRLEY HILL

We also made a paper spiral, and through a hole in the top of the spiral we fastened some string. Then we put the spiral over a burning candle and saw that the hot air made the spiral twist around and around.

VIRGINIA FALLIN
Class H

How Our Water Supply is Purified

The sources of our water are from wells, lakes, river, rain, snow and streams. The storage lake is called a reservoir. The water here is dirty and has leaves, rocks, sticks and sand in it.

The water is cleaned in a screening house. Here many different sizes of screen clean out

the leaves, rocks and sticks. But the water still has some fine soil and many germs.

In class we made alum to clean out the germs and soil. First we used warm water to dissolve some alum. Then we used test papers to see what color the papers would be. The test papers had to turn dark green. We tested many times before it was dark green. We added a little bit of lime to the alum. We poured the mixture into our alum feeder and turned it upside down over the hole in our model. The alum dripped out of the feeders and mixed with the dirty water. The dirty water moved to the settling tank and stayed till the alum pushed the dirt to the bottom of the tank. It looked clean, but there were still a few germs in it.

To kill the germs we mixed chemicals with water to make chlorine. We poured the chlorine and copper sulphate into the settling tank. Then the water moved to the filtering tank. The water went through the black charcoal, sand, fine sand and coarse gravel. We attached a tube to a glass to collect the clean water. The water in the glass was very clean. That is how we learned how our water supply provides many people with pure, safe water to drink.

DOT HOTTINGER
Class E

A Trip To California Electric

On the morning of March 14, classes F and H went to the California Electric Power Company in Highgrove. Both classes numbered 19 students. Mr. Fauth and Miss Musmanno drove their own cars. Mr. Menson drove the suburban. We followed each other on the freeway.

At the plant our guide was Mr. Cummings. First, he explained to us how the plant makes electricity. Then he guided us through the plant. While Mr. Cummings talked to us, Mr. Fauth interpreted.

We saw the giant fuel oil tanks. The fuel oil is pumped to the boiler to make very hot steam. This steam is used to turn the turbine. The steam enters the turbine at a speed of 600-700 miles per hour. The turbine is connected to a generator which makes the electricity. It makes 13,800 volts of electricity. This is increased to 115,000 volts by a transformer. This electricity is sent to cities along wires. Later the electricity is reduced to 2,400 volts in each city.

We all had a wonderful time during our visit.

CLASS F

A Trip to Lake Arrowhead

April 13 the Student Activity workers invited the seniors to go to Lake Arrowhead with them. We went in our bus and suburban. Six teachers came as chaperones.

When we arrived at Lake Arrowhead, first we stopped at the village. We went into the Penny Arcade and many of us bought some things.

Afterwards we went to the picnic grounds further up in the mountains. With the hamburgers which we cooked, we had potato chips, lettuce, olives, pickles, cookies, bananas, oranges, and punch.

After lunch most of us went hiking in the mountains and some went down toward the lake.

When we came back to school, we were very tired, but we had a wonderful time.

SHIRLEY HILL

Junior Class News

We have had a few meetings since our first one in the month of October, when we elected the following officers:

President - Ronald Chadwick
Vice President - Stanley Bassett
Secretary - Micheline Gamache
Treasurer - Penny Healy

There are 17 members in the class and Mr. Fauth is our sponsor.

In the fall we helped the Seniors selling at the concession stands at the football games of Riverside College. Our share of \$100 is a good start for our treasury.

Recently we ordered our class rings so as to have them ready by next fall.

At present we are making plans for the Senior-Junior Prom to be held in the Social Hall on May 25.

MICHELINE GAMACHE

To Japan and Back

In October I flew to Japan. I arrived at Tokyo where my mother met me. I shed tears and was so happy to be with my mother and father again after 3 years.

We went to Kobe by train. Both cities are modern. I felt queer to be in a foreign country where most of the people were of the yellow race.

I had nothing much to do; I just stayed at home; I read books, knitted, and helped my mother. Sometimes we went to visit our friends or went to American movies. I missed school.

A friend of ours invited us to visit the School for the Deaf in Kobe. All the teachers are hearing people. The children are taught orally. Their vocational department had tailoring, barbering, sewing, and homemaking. The children asked me about our school.

Our parents and I went to the American Embassy in Tokyo to see the consul who furnished us with visas after questioning us.

Finally on February 25 my parents and I left for the United States, on a ship which was just like a hotel. We also brought our dog, Whitey, with us.

When we left Yokohama for Honolulu, the sea was extremely rough because of the earthquakes in the Aleutian Islands. Some people got hurt when they fell. I couldn't sleep at night.

We had a marvelous time on the ship. There were many parties, dancing, movies, and bingo games.

We arrived at San Francisco on March 11. I am very happy to be back in the U. S. with my parents this time and also to be back at CSDR.

MARINA KATEMOPOULOS

Birthdays

Lower School

May

Gary Stingley	Gregory Coursey
Silvia Marquez	Richard Hastings
Phil Vasquez	Stanly Bumgarner
Lance McGhee	Henry Cogswell

June

Danny Cisneros

Middle School

May

Linda Cummings	Paul Vincent
Laura Van der Laan	Chris Bello
Jerry Pratt	Floyd Vincent
Norma Cisneros	JJoy Ambler

Frank Longbotham

June

James Hernandez	Gary Cruz
Tommy Henes	David McElfresh

Upper School

May

Dennis Kaufman	Danny Watson
Bert Montgomery	Judy Strader
Chris Romero	Dory Hazelbaker
Russell Thexton	Kitty Johnson
David Robinson	Maria Alvarez

June

Vera Vasquez

Dormitory News

Lower Boys II

Tony became ill during spring vacation and didn't get back to school until the latter part of April.

Clyde Vincent is now a day student as his family has moved to 3334 Laguna Court, Riverside.

One day in April was moving day in Lower II Dorm. We now have new roommates until the end of the school year.

Lower Boys III

Spring vacation was fun time for the boys in Lower III.

Jeff Jones went to visit his grandmother in Salinas. He came back by airplane.

Dennis Spring went bowling with his mother. Dennis is a good bowler.

Paul Kronick and his family went to Mt. Wilson and looked through the telescope.

Jack Lamberton and his father went to the motorcycle races with a motorcycle club. This was real fun for Jack.

Julian McCallon now has a new niece. She was born March 21. Her name is Pamela Janet McCallon.

Spring vacation brought other things, too, besides fun. Gene Hibbs did not return to school because he had the measles. Tommy Parker hurt his foot. Everyone is happy now, though, and Lower III is looking forward to the summer vacation.

Middle Girls Dorm

Jean Jones brought her aquarium to school after spring vacation. Recently two baby catfish and several baby guppies were born.

Suzanne Calzada and Gloria Perez have been working on their Indian bead belts. They are doing a very good job on the designs.

Linda Cummings went to Phoenix, Arizona with her parents during spring vacation. She had a lot of fun bicycling and climbing trees with her cousin.

Mrs. Pedersen took eight girls to the Plaza Saturday, April 13, to watch the Easter Bunny come down from the sky in a helicopter.

We have two baseball teams in Middle Girls Dorm. One team is called the Doggies and Torrie Bailey is its captain. The other team is called the Booties, with Margaret Holcomb as its captain. So far the Booties are the champions.

A group of Riverside College girls visited Middle Girls Dorm Wednesday, April 17. Games were played and refreshments served. Everyone seemed to enjoy the visit.

Middle Boys II

The boys in Middle Boys Dorm II are very happy that the swimming pool is open. We are learning patience for we are scheduled for 4:15 on Sunday afternoons. How long that seems!!!

We have only 29 boys in our dorm now. We wish Dick Ramborger much happiness in his promotion to Middle Boys I.

Mickey King returned after vacation showing snaps of the accident which caused his father to spend some time in the hospital. He had several broken bones. We are glad he isn't worse, and wish him a speedy recovery.

Paul Vincent is happy that his parents have moved nearer school.

Leroy Harper proudly wears a new Boy Scout uniform since vacation.

Middle Boys I

Middle Boys I had a new boy move in. He was not really a new boy, for we all know him as Dick Ramborger.

Bobby Skedsmo likes dogs. He has a large collection of colored dog pictures on his pin-up board in his room.

Danny Golden likes rocks, and most of Middle Boys I are hot rod fans.

Lately, while the weather has been nice, all the boys are enjoying playing baseball. Also everyone is happy that the swimming pool is open again.

We had two birthday parties in our dorm recently. One was a surprise party for Mr. Zech whose birthday was April 17. He was surprised when he was given a pair of pruning shears for his garden work. He was very happy.

The other party was for the "Best Boys for March." These boys were Gordon Johnson, Jerry Pratt, Donald Graham, Tommy Henes and Derry Keeshan. The boys went to Frank Longbotham's home for the party. They invited their girl friends and all had a good time. Thank you, Mrs. Longbotham and Mrs. Carson.

Upper Girls II

Wednesday afternoon, April 10, six girls accompanied by their counselor, went to visit

the life science laboratory at Riverside College. The girls were Melinda Watson, Patty Wyatt, Sonia Kracer, Judy Dalton, Dorothy Hottinger and Marilyn Reynoso. They saw many interesting things, including fossils of animals that lived long ago, mounted butterflies, stuffed birds, sponges, shells that used to be the home of mullusk and some big eggs of some of the larger egg-laying animals.

Mr. Cecil Johnson, who is the teacher of life sciences at Riverside College, gave the girls permission to use some of the microscopes.

There were two Pacific rattlesnakes in a cage. Patty did not like to look at the snakes. We wonder if she could have been afraid. There were two big rats and two baby rats. Everyone liked the baby rats very much.

When the girls returned and told what they had seen, everyone expressed a desire to visit the laboratory. Maybe that can be arranged sometime.

Norma Cisneros' new baby brother who was born last January 28 is growing fast. Norma likes to help her mother take care of little Ronald when she goes home for weekends.

Sandra McGahey with her mother, her father and sister visited some of their relatives and friends in Blythe during vacation week. Sandra lived in Blythe until recently, so she enjoyed seeing all her old friends again.

Friday night, six girls accompanied by their counselor, went to see a movie in Riverside. The girls were Sonia Kracer, Rochelle Buch, Lora Napolitano, Marilyn Reynoso, Phyllis Johnson and Carolyn Burton.

Saturday, April 13, Sonia Kracer joined a group of student store workers for a trip to Lake Arrowhead.

Upper Girls I

The big excitement in Upper Girls I is Dory Hazelbaker's engagement.

We didn't even know that she had a serious boy friend, but when she returned from spending spring vacation in Phoenix, Arizona, she was wearing a very pretty diamond ring.

Her fiance is Elmore Collard and he works for Aircraft Research in Phoenix.

Their plans aren't definite yet, but Dory thinks that they may be married some time this summer.

We think that Elmore is a lucky young man for Dory is a fine young woman.

On her nineteenth birthday, Marina Katemopoulos showed us her new ring from Bill Holgate. Marina has one more year in school,

so they will not make any definite plans until Marina graduates next year.

Upper Boys II

Richard King has joined the Boys Club of America. He plans to go swimming this summer in the club pool which is in Hollywood.

Richard Arney did not return to school April 7. He was bitten by a dog while he was home. He had a tetanus shot and then his arm was badly swollen. Richard had to stay home for one week.

Ken Garner is smart. During spring vacation he got a job and earned a lot of money. He then bought a pair of shiny, black shoes and a pair of gym shoes.

One summer Nelson Granston sold newspapers and made money. This summer Nelson hopes to work in a furniture store and make some money.

UB II boys and counselors are looking forward to the dorm picnic which will be Thursday evening, May 9. We shall play baseball and eat Mac's good picnic supper.

The most interesting, attractive and neatest rooms lately in UB II Dorm are:

Room No. 1 Stricklin—Bush

Room No. 5 Almdendarez—Kaufman

Room No. 7 Nunez—Bellavia

Room No. 9 Macias—Williams

Room No. 11 Mangum—Anderson

Room No. 8 Geyer—Gongaware.

Room No. 2 Arney—Hildreth

One night each week, the boys do a special job of cleaning drawers, closets, bathroom cabinets and floors. The next morning there is a special inspection. Some boys earn a rating of "Excellent." UB II Dorm hopes to become as good as West Point Cadets.

Upper Boys I

Jack Read, Ken McCarty and Ronald Boughton have been assisting the counselors in Lower and Middle School dormitories. The counselors have been pleased with their work.

Garry Runham, Melvin Turner, Nicolas Mora, Bill Holgate and Richard Liberatore have also been working. Josef Lerman worked for a lady on Saturday, April 13. Garry and Melvin worked for the gardener, Mr. Coffey. Nicolas washed the State cars and Bill and Richard have been assisting in the dining room. All of the boys will be or were paid for their work.

We extend our sympathy to Mr. Hugh Summers, our counselor, because of the death of his grandmother. It was necessary for him

(Continued on Page 16)

PRE-SCHOOL PARENTS INSTITUTE

Plans have been made to have an Institute for Parents of Pre-School Deaf Children at this school following the termination of the regular school session. This Institute will start Sunday evening, June 9, and will close Wednesday afternoon, June 12.

Mothers of the pre-school deaf children living in southern California will bring their children to school and live with them on the campus during the time the institute is in session. Fathers of the children are invited to attend meetings but living arrangements for them have not been included in the plans.

This Institute has been planned for the purpose of helping parents understand and accept the problems of deafness and to aid them in helping their children.

The children will be under the supervision of members of the staff of this school during the time the parents are attending the lectures. During the day, the parents will have the opportunity of listening to lectures and observing techniques used in the educational development of their children. Individual conferences will be scheduled between parents and members of the staff at which time parents may discuss their child.

Evenings will be devoted to lectures covering subjects important to the total understanding of the problem of deafness. These lectures will be given by Dr. Richard G. Brill, Superintendent of this school; Dr. Edward Rudin, Psychiatrist, Mental Health Clinic; Miss Jacquelin Keaster, Director, Speech and Hearing, Children's Hospital, Los Angeles; and Mrs. Merle Wade, Nursery School Director, Riverside.

Members of the staff of this school participating in the Institute are Miss Helen Toner, Miss Rosalin Loughran, Mrs. Doris DeLong, Miss Essie Solheim, Mrs. Joan Fahey and Miss Grace Paxson.

There is a fee of \$10 for each mother who plans to live at the school. This covers the cost of board and room for herself. There is no charge for the children.

The Aphasic Child

(Continued from page 5)

points of interest and capitalize on them.

6. The aphasic child needs diagnostic or individual instruction. The aphasic child finds it difficult to work in groups and responds best when the teacher is dealing with him alone. It is for this reason that the teacher of the deaf finds it so difficult to integrate the needs

of the aphasic child in a classroom with deaf children. Unless arrangements are made for working with him alone for part of the day, the aphasic child finds little he can assimilate comfortably in the regular group activities. He needs a program planned to meet his special needs. The teacher discovers by experimentation just how this particular aphasic child seems to learn best. Each child's special disability makes him a special teaching problem. The central nervous system damage sustained by one child will be quite different from that of another so that the ability to speak, read, and write vary from child to child. Since his learning pattern is unique he does not fit into the group situation easily. The effects of over-stimulation are frequently apparent. The aphasic child is extremely dependent upon the teacher who is working with him so that in order to make progress the teacher should be free to gear the materials very carefully to the level and at the rate which this child can appreciate them.

Conclusion

In conclusion an aphasic child in a residential school for the deaf is first identified by his deviate behavior. He is different from the deaf child in that the cause of his language disability is a disturbance of perception or understanding of language and in the formulation or use of language symbols. The aphasic child learns as his individual learning pattern is recognized and dealt with. Structuring helps the aphasic child gain control of the environment and thereby gain control of himself. Carefully planned experiences, meaningful to him and structured so that he may internalize them, are the keys to his understanding of language. While the language needs of the aphasic child are somewhat similar to those of the deaf child, he prospers best under a special program designed to meet his unique learning problems.

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Vocational Department News

Fashion Show

The students and teachers of the Vocational Department presented a Fashion Show in the Social Hall the morning of April 19. The theme was "Western Living" and the scene was a backyard patio.

The first scene was a surprise birthday party for Mercedes Acuna, in which her young friends modeled dresses they made in Miss Chapman's Home Economics classes. Shirley Brown, Norma Cisneros and Susan Courtney showed dresses they made and also had modeled at a fashion show at Apple Valley Inn last February. Other girls modeling dresses they made were Francine Cameron, Margaret Holcomb, Lana McGuire, Ella Sargent and Mona Wingfield. The birthday cake was made by students in Mr. Ackerman's baking classes.

Scene two was an informal patio party in which the following girls modeled outfits they made in Mrs. Schuman's power sewing classes: Carolyn Burton, Peggy Domenick, Dorothy Hottinger, Sonia Kracer, Karen Krumme, Lora Napolitano, Josette Olivas and Vera Vasquez.

These girls modeled outfits made with mother's help, or bought in shops: Patsy Bull, Penny Healy, Dory Hazelbaker, Molly Merritt, Paula Slavin and Patty Wyatt.

Several boys helped to carry out the action of the program, contributing whistles and admiration, as is natural. Boys modeling sports outfits for bowling, golf and tennis were: Donald Bishara, Bill Holgate, Richard Liberatore, Marvin Mulder, Bob Powers, Gary Runham, Billy Stricklin and Paul Windfeldt.

Miss Chapman and Mrs. Schuman are to be complimented on the fine work of the girls, both for the dresses they made in class and for their excellent modeling.

Molly Merritt showed an excellent charcoal portrait that she drew of Penny Healy and Penny made a large fashion sketch to show and also drew a fashion sketch for the program cover. The boys showed redwood and upholstered chairs they had made in Mr. Ellis' woodworking shop.

The program was set up and printed on the offset press by the boys and girls in Mr. Lindholm's printing shop. Clothes were cleaned and pressed by students in Mr. Pepe's classes in spotting and pressing.

Mr. Kowalewski was chairman and director of the program. Valuable assistance with props and planning was provided by Mr.

Rahmlow, Mr. Peters, Mr. Meeks and Mr. Walton. On the whole, the program was an inspiration to the students, who are already planning what they will make and model in next year's show.

The Cover

The graduation theme cover design was carried out in Mr. Kowalewski's commercial art classes by Phyllis Mansfield, who will herself be wearing a cap and gown as a graduating Senior this June. In the background one can recognize the Los Angeles City Hall, symbolizing the general area of future employment of our graduates.

Girls' Sports

G.A.A. News

We had an election of officers. The new officers will be:

President — Ginger Wauson
Vice President — Anne Wallis
Secretary — Virginia Fallin
Treasurer — Micheline Gamache

MANAGERS

Tennis and Swimming — Lori Kevil
Volleyball — Shirley Hill
Basketball — Sonia Kracer
Folk Dance — Molly Merritt
Softball — Penny Healy

Playday

We will have a playday with Pacific High School May 4. We will play softball and then swim. Refreshments will be served and the tumbling team will perform for the girls.

The Tumbling Team has really been busy. Not only will they perform for the girls from Pacific High School but they also performed for P.T.C.A. April 28. That will be four performances they will give this year. We surely are proud of them.

The Sports Banquet will be May 25 and the chairman of this banquet is next year's president, Ginger Wauson. All the girls in G.A.A. will be working on this banquet with the wonderful help of Mrs. Carson, who will have charge of the decorations.

GINGER WAUSON
Sec'y., G.A.A.

Upper Boys I

(Continued from Page 14)

to be away for a few days to attend her funeral in Northern California.

Upper Boys I Dorm has four pet pigeons. The boys take good care of them. Ken McCarty built a pen for them. He will take them home one weekend in April. Ken has always wanted pigeons for pets since he was a little boy.

CALIFORNIA SCHOOL FOR THE DEAF, RIVERSIDE

ROY E. SIMPSON
Superintendent of Public Instruction, and Director of Education
F. W. DOYLE
Deputy Superintendent of Public Instruction, and Chief,
Division of Special Schools and Services

OFFICERS OF THE SCHOOL

RICHARD G. BRILL, Ed.D., Superintendent
Floyd O. Howard.....Chief of Maintenance
George Olson.....Storekeeper
Walter Laputz.....Business Manager
Roy Campbell.....Inter. Acct. Clerk
William Colley.....Inter. Acct. Clerk
Mrs. Virginia Firth.....Secretary to Superintendent
Mrs. JoAnn Turner.....Receptionist
Mrs. Adeane McIntyre.....Personnel Clerk
Mrs. Valerie Chatham.....Inter. Acct. Clerk
Mrs. Myra Shine.....Acct. Technician

SCHOOL FACULTY

Armin G. Turechek, Principal
Mrs. Beatrice Harvey, Secretary to Principal
Mrs. Fay Reese, Secretary to Supv. Teachers

LOWER SCHOOL

Grace Paxson,
Supv. Teacher
Sarah Harper Abernethy
Mrs. Pauline B. Buehner
Ruth Clements
Mrs. Doris DeLong
Mrs. Bette Fauth
Mrs. Iolla Gates
Barbara Gruber
Mrs. Ann Hritz
Mrs. Sally Kelly
Rosalin Laughran
Mrs. Iva Siete
Mrs. Gladys Stephens
Helen Toner

MIDDLE SCHOOL

Alyce Thomas,
Supv. Teacher
Larry Barrett
John Holter
Mrs. Elsie Turechek
Patricia Kitchen
Mrs. Emogene Lachenbruch
David McGarry
Jeanne Paul
Mrs. LeVere Quinn
Mrs. Anna Rush
Mrs. Nadine Schneider
Esiher Solheim
Page Stratton
Mrs. Donaldina Tennis

UPPER SCHOOL

C. L. Gover,
Supv. Teacher
Helen Arbutnot
Carl Barber
Gilbert Delgado
Mrs. Joan Fahey
Warren Fauth
Lucy Lewis
Stanley Mensori
Hubertine Mog
Madeline Musmanno
Lawrence Newman
Dorothy Smallwood
Mrs. Retta Youngers

VOCATIONAL DEPT.

Howard Rahmlow,
Supv. Teacher
Rudolph Ackerman
Gladys Chapman
Evan Ellis
Felix Kowalewski
Talvo Lindholm
James Meeks
Joseph Pepe
William Peters
Mrs. Connie Schuman
Lee Walton

Teruko Kubotsu,
Librarian

Aletha Emerick,
Girls' Physical Education

William Thornton,
Boys' Physical Education

MEDICAL DEPARTMENT

Theodore Hughes, M.D., Otolologist
Edward Neblett, D.D.S., Dentist
Vean Stone, M.D., Ophthalmologist
Edward Zeman, M.D., Pediatrician
Mrs. Grace Constable, R.N., Supv. Nurse

Mrs. Norene Laughlin, R.N., Nurse
Mrs. Ann Nagle, R.N., Nurse
Mrs. Margarette Tomell, R.N., Nurse
Mrs. Vera Gordon, Housekeeper

COUNSELORS

Mrs. Mary Scully,
Dean of Students
Mrs. Leta Lower,
Sec. to Dean of Students
Mrs. Mary Allee
Mrs. Nellie Beagle
Mrs. Marion Butcher
Wilda Carlson
Leonard Carmichael
Mrs. Wanda Carr
Mrs. Mary Wilkinson, Seamstress

Mrs. Olive Carson
Mary Clark
Mrs. Wanda Cross
Mrs. Shirlee El-Ani
Charles Fanshaw
Terry Finney
Wilma Freeman
Mrs. Mary Griffin
Janet Guetter
Mrs. Gladys Haywood

Melvin Jackson
Lynette Kierce
Mrs. Alba Knox
Mrs. Donna Kuhns
Lelia McQuern
Sarah Mayer
Edward E. McArthur
Mrs. Glenda Mitchell
James Moore
Josephine Munoz
Charles Overholser

Mrs. Florence Panish
Mrs. Florencejane Parsons
Mrs. Petrea Pedersen
Mrs. Alberta Reese
Mrs. Florence Simmons
Mrs. Gladys Sprung
Hugh Summers
Mrs. Nettie Washington
Wayne Weiser
Robert Zech

KITCHEN STAFF

John J. McCaffrey,
Supv. Cook
Willard Allen, Cook
Edwin Muller, Cook
Nicholas Phillipson, Cook
Roy Stutzman, Cook
Ralph Williams, Cook

Mrs. Antonetto Brown
Mrs. Clara Brown
Mrs. Lily Castelluccio
Mrs. Louise Ferguson
Mrs. Bonnie Ferrelta
Mrs. Marie Hale
Mrs. Alma Larson

Mrs. Madeline Mangum
Mrs. Dora Moore
Mrs. Thelma Muller
Stanley Olaski
Mrs. Carmyo O'Rear
Mrs. Ann Richmond
Anna Ritchie

Mrs. Carolyn Scott
Mrs. Anna Skinner
Mrs. Opal Smith
Gussie Smith
Mrs. Mathilda Vavra

JANITORIAL STAFF

James Blanchette,
Janitor Foreman
Thomas Adams
Mrs. Beatrice Blackmon

Mrs. Ida Helmes
Leonard Herrod
Joe Jackson
Mrs. Marilyn Jackson

Cullen Johnson
Andrew Lowe
William Lay
Maurice McCloney

Mrs. Mabel McDaniel
Pauline Oxsteene
Mrs. Elzora Toppin

MAINTENANCE

Harold Banks, Stationary Engineer
Marion Birdsall, Stationary Engineer
Alfred Calvano, Building Maintenance Man
Harold Camp, Electrician
Wilburn Cross, Stationary Engineer
Carl Hanson, Carpenter
Ray Hartwell, Painter

Robert Mead, Stationary Engineer
Howard Mitchell, Building Maintenance Man
Hubert Williams, Plumber
Thomas Fallon, Watchman
Paul Garcia, Laborer
Edward Valentine, Laborer
Hugh Woody, Laborer

GROUNDSMEN

Booker Coffee,
Supervising Groundsman

Marcus Anderson
Roger Dawson

William Hickman
Larry Tarbell

